



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

November 5, 2018

Laura Penman
Eminence Community School Corp: #5910
6764 SR 42
Eminence, IN 46125-0135

Dear Laura Penman,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Eminence Elementary's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$195,650.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Eminence Community Schools	Corp #	5910
School	Eminence Elementary	School #	6327
Superintendent Name	Laura Penman	Email	lpnman@eminence.k12.in.us
Title I Administrator Name	Shannon Fields	Email	sfields@eminence.k12.in.us
Principal	Dustin Adams	Email	dadams@eminence.k12.in.us
Telephone	765-528-2141	Fax	765-528-2276
SY 2018-2019 Allocation	\$195650		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Laura Penman	Superintendent
Dustin Adams	Assistant Principal
Shannon Fields	Title I/Data Collections
Pam Merrell	Technology Director
Tina Hall	High Ability/ABLE Teacher/Association President
Mary Galyan	Special Education Teacher
Mike Newby	Board Member
Michele Tracy	Corporation Treasurer

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/6/18
Title I Administrator Signature:		Date:	7/5/18
Principal Signature		Date:	7/5/18

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	45%	45%	35.8%	46.6%	46.6%	51%	33.4%	56%		61%	
Percent of students proficient on ISTEP (ELA) (3-8)	59%	59%	56.3%	57.5%	59.2%	63%	48.4%	68%		73%	
Percent of students proficient on ISTEP (Math) (3-8)	54.3%	59.8%	43.4	54.8%	54.3	60%	44.2%	65%		70%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	75%%	82.6%	100%	70.8%	75%	75%	83.3%	80%		83%	
Leading Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	72,900	72,900	72,900	72,900	72,900	72,900	72,900	72,900		72,900	
2. Number of daily minutes of math instruction	60	60	60	60	60	60	60	60		60	
3. Number of daily minutes of ELA instruction	90	90	90	120	120	120	120	120		120	

4. Student attendance rate (must be % between 0 and 100)	93%	94%	93%	94%	93%	94%	95%	95%		96%	
Leading Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	19	19	19	16	19	13	19	11		9	
6. Expanded Learning Time (total number of hours offered)	None	None	None	BAS & SS	0	BAS & SS	30	BAS & SS		BAS & SS	
7. Number of discipline referrals	104	95	95	120	104	120	75	120		120	
8. Discipline incidents – number of suspensions and/or expulsion	SUS-11 EXP-1	SUS-18 EXP-0	SUS-18 EXP-0	SUS-15 EXP-0	SUS-11 EXP-1	SUS-10 EXP-0	SUS-6 EXP-0	SUS-6 EXP-0	SUS-- EXP--	SUS-5 EXP-0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	HE: 1 E: 11 IMP: 1 IN: 0	HE:0 E: 10 IMP: 0 IN: 0	HE: E: IMP: IN:0	HE: 1 E: 9 IMP:0 IN: 0	HE:1 E:11 IMP:1 IN:	HE: 2 E: 8 IMP:0 IN: 0		HE: 3 E: 7 IMP:0 IN: 0		HE: 4 E: 6 IMP:0 IN: 0	
10. Teacher attendance rate (must be a % between 0 and 100)	95%	95%	95%	96%	95%	97%	95%	98%		98%	
11. Teacher retention rate (must be a % between 0 and 100)	83%	71%	83%	83%	100%	85%	80%	87%		90%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • Our facilities are more than adequate, and we have more access to technology than many other schools. • Our certified staff is adequate at all grade levels, and our student: teacher ratio is good. • We have good staff attendance. • Some of our staff is excited about our planned changes, and no staff members are openly hostile to the plan. • Our strategy is well aligned with the strengths of Equitable Education Solutions consultants. • 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Changing from our previous principal to an acting principal kept the year from having a cohesive focus. • The acting principal has been encouraging many broad-reaching changes rather than focus on a few and providing the necessary follow through. • Some staff is not assigned to grade levels in a way that maximizes their strengths. • Some new staff positions were not filled due to the difficulty of attracting qualified candidates mid-year. • An assessment audit showed concerning low rigor poor alignments to priority standards. • A staff perception survey showed negative views of climate/culture, instructional leadership, quality of instruction and informed decision-making.
<p>Opportunities:</p> <ul style="list-style-type: none"> • Multiple STEM certified schools have been very generous to us in sharing what they have learned in their journey that may help us in ours. • We will be reorganizing our administrative team in a way that should provide more support to our students and teachers. • We have nearly completed a guaranteed and viable curriculum. 	<p>Threats:</p> <ul style="list-style-type: none"> • The lack of candidates for teaching jobs/ concern about pay/ difficulty of some to pass the content exams may impact our ability to fill vacancies. • We plan to make considerable changes in discipline and student safety procedures that could draw attention away from our school improvement focus. • We have trouble attracting and retaining instructional assistants, and there are concerns with the performance, use, and attendance of some of those we do have.

Projected Outcomes for SY 18-19

- ☐ **Complete our guaranteed and viable curriculum and begin integrating STEM. In 2018-19, each teacher will have 8-10 well written literacy units, 4 of which are centered on STEM themes. Those units will push student achievement in 12 priority standards where data is tracked over pre and post-tests which are shared digitally and reviewed in data meetings. Special Education and Title 1 will also use the priority standard data to provide focused interventions to students that are not proficient.**
- ☐ **Some staff members will be moved from one grade level to another to help maximize their strengths, and create a culture where curriculum is institutional knowledge rather than a personal document.**
- ☐ **The principal will focus on making measurable and noticeable progress in high expectations and student engagement.**
- ☐ **We will minimize our concerns surrounding instructional assistants by maximizing the high expectations and student engagement of our certified teachers.**

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
IN Conditions – Principal Effectiveness	LEA Administration: Continue to support and monitor the principal's ability to lead the transformation at SMS.	Multiple Quarters	\$0	The district has a process for formal administrator evaluation, as well as program and fiscal monitoring throughout the year.
IN Conditions – Principal Mentor	Principal: Continue with a principal mentor who will meet onsite 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership.	Multiple Quarters	4 days @ \$1,500/day = \$6,000	The principal will keep a reflection log based on meetings with Dr. Sargent.
IN Conditions – Principal Flexibility	Principal: The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	Multiple Quarters	\$0	Policies and procedures for SMS will reflect the flexibility and autonomy of the principal to make site-based decisions.
IN Conditions – LEA Support	Principal, Teacher Leadership Team, Title I Administrator, Chief Financial Officer: The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.	Multiple Quarters	4 days at \$1,500/day = \$6,000 external evaluator	The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are impacting student achievement. The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.

	An external evaluator will visit the school 4 times throughout the school year to monitor implementation and progress of the SIG grant.			
Transformation – Teacher Evaluation System	Principal: Continue with the evaluation system for all teachers.	Multiple Quarters	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.
Transformation – Increased Learning Time for students	Principal: SMS will offer before school tutoring and summer intervention programming for students. All students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.	Multiple Quarters	\$5,400 after school stipend and benefits \$3,000 after school transportation \$5,000 summer school stipends and benefits \$2,000 summer school transportation	Students will be assessed at the start of the program and again at the end to identify growth. Use of the Makerspace lab will be tracked for information on scheduling and utilizing in the next school year.
Transformation – Financial Incentives and Leadership Opportunities	Principal: The STEM Implementation Team will continue to meet monthly to ensure systems for communication, decision making, and data analysis are in place in order for the school to apply to become a STEM certified school before the end of this grant. The STEM Facilitator leads the research and development of curriculum, instruction, assessment, activities, and products related to STEM. The STEM Facilitator works collaboratively with middle school teachers to provide integrated, engaging, and meaningful hands-on STEM oriented instruction through inquiry and project-based learning methods.	Multiple Quarters	STEM Facilitator \$74,000	Meeting agendas and minutes will document the content and discussions of all meetings held with the STEM Implementation Team. The SMS STEM Strategic Plan will be followed and reviewed yearly by the STEM Facilitator.
Transformation – Financial Incentives and Leadership Opportunities	Principal: The data facilitator will build capacity at the school level by training teachers to serve as catalysts in understanding and using data. The Data Facilitator will be responsible for analyzing data and working with the school administration and teachers in understanding assessment	Multiple Quarters	Data facilitator \$5,000 4150	Meeting agendas and minutes will document the content and discussions of all data meetings held with staff. The Data facilitator will also log all data reports and provide data to teachers frequently to drive instruction. success of

	data in order to generate effective responses to the school and students' needs.			student interventions (as evident by student growth data) will be inspected to determine overall impact of student data meetings. Reports including the special populations data review will also be provided.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility	Principal: Equitable Education Solutions will provide a subscription to online professional development modules focused on high leverage instructional strategies and leadership development.	Multiple Quarters	K12Boost \$5,000 subscription	Online subscription to K12boost resources including online professional development modules for teachers and leaders, non-evaluative walk-throughs (NEWTS) and digital data wall. Documentation will be logged inside of the professional development module that are available through the website. EES will provide the leaders with access to monitor teacher work. Each staff member will select an area for professional growth and the leaders will track competency scores that have been linked to that area.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility	Principal: The educators (teachers and leaders) will receive training in best practices for STEM certification from EES consultants during the school day, after school and during the summer. EES consultants will continue support with developing a guaranteed and viable curriculum. EES will provide training to the new instructional coaches to build capacity. EES will provide non-evaluative walkthroughs and follow up with professional develop from data from the walkthroughs. All staff will receive training guided in STEM best practices to ensure STEM certification within the time period of this grant.	Multiple Quarters	35 days at \$1,750/day): \$61250	Agendas from the training will include norms, minutes, and objectives. The STEM strategic plan will be reviewed annually and updated. The coaching model for SMS will be developed along with training presentations and agendas.
Extended Learning Time for Staff	Principal, Math and ELA Coaches, & Data Facilitator: Stipends for teachers for before/after school and summer professional learning. Stipends for professional development aligned the STEM certification rubric provided by the IDOE. The professional development will consist of best practices of STEM certified schools that	Multiple Quarters	Stipends/sub pay for job-embedded professional development \$13,000	Completed evaluation documents and professional growth plans for each teacher. Summative educator evaluation ratings will also be used to compare year by year analysis to increase the number of highly effective educators at the school. We will also

	have a proven track record of increasing student achievement.			compare the observation scores for each competency to see whether they have demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge whether the feedback is being utilized to improve the instructional practices in our classrooms. Substitutes will be provided during school hours, and stipends will be provided outside of school hours.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility	Principal, STEM Facilitator and Parent and Community Outreach Coordinator: The Parent and Community Outreach Coordinator works with parents and the community to build relationships to forward our progress of academic success and STEM certification.	Multiple Quarters	500 hours/\$20 per hour	Community Partners will be displayed in the main entrance of the school. A list of parent activities, volunteers and community partners will be tracked using a Google Spreadsheet and discussed during leadership meetings.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.



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Teacher shortages have been an ongoing problem across the state in Indiana. Survey research just released shows that for the third year in a row over 90% of superintendents are seeing a shortage of teachers. Having a STEM focus and working toward STEM certification, it will be imperative that we recruit and retain the most effective teachers at Eminence Elementary. For our outcome artifact, we will produce a 4-part blog (each year of the grant) around the topics of recruitment, retention, career ladders and teacher self-efficacy. Research states that the number one change agent for increased student achievement is having a highly effective teacher instructing students. As stated in the comprehensive needs assessment, we are losing 20% of our staff each year and our per-pupil expenditures have decreased. We believe this grant will provide much needed information to share with other districts and schools across the state that are also seeing a decrease in general funds and a teacher retention problem. Our Blog will be an invaluable resource to school leaders around that state that are trying to recruit and retain the best for students, especially in high-poverty, low-performing schools. The Blog will supply them with tools and resources that have been proven to work with recruiting and retaining teachers during our SIG journey.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

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application means an officer, director, owner, partner, key employee or other person with primary person who has a critical influence on or substantive control over the operations of the LEA.

debarment status for all subcontractors receiving funds under the fund associated with this application es or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall debarred or suspended, and shall, at the State's request, take all steps required by the State to or for work to be performed and supported by funding from the application.

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Part 11: 1003g SIG Budget SY 2018-2019

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 8,632.00	\$ 2,000.00	\$ 1,768.00	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,900.00
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ 74,285.00	\$ -	\$ 15,215.00	\$ -	\$ 73,250.00	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ 167,750.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00
33000	Community Service Operations	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 82,917.00	\$ 12,000.00	\$ 16,983.00	\$ 500.00	\$ 73,250.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 195,650.00

Indirect Cost Rate %:

0.00

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property: **\$ 195,650.00**

Total Available for Indirect Costs: **\$ -**

Amount of Indirect Cost to be used: **\$ -**

Grand Total After Indirect Cost: \$195,650.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplies

Property: Equipment/ Technology

\$5000 for K12boost resources

Professional Services

Other Purchase Services (travel, communication)

\$61250 for EES consulting days, \$6000 for principal mentor, \$6000 for external evaluator

\$5000 travel for extended learning (after school and summer) for all students

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-	FTE:	Stipend: Y/N	Split Funded:	Additional Funding Source	Position Description
TBD	STEM Facilitator	Cert.	1	N	N		Models teaching, provides non-evaluative
TBD	Parent and Community Outreach Coordinator	Non-cert.	0	Y	N		Works with parents and the community to build relationships to forward our progress of academic success and STEM certification
TBD	Data Facilitator \$5,000	Cert.	0	Y	N		Yearly stipend to lead data meetings with staff

TBD	Extended Learning-after school and summer	Cert.	0	Y	N		Provide after school (\$25/hr for 3 teacehrs for 64 hours) and summer school (3 teachers x 3 week for \$500 per week for all students
TBD	Job-embedded professional development	Cert.	0	Y	N		Teachers will receive training from EES in STEM best practices. These funds will also pay for subsitute teachers.
TBD	Job-embedded professional development	Cert.	0	Y	N		Teachers will receive training from EES in STEM best practices. These funds will also pay for subsitute teachers. Stipends will be provided outside of contractual hours and subs will be provided during school hours.